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ABSTRACT

In 1991, a study was conducted of the 71 community colleges and technical institutes in Texas to generate a description of existing literacy programs and activities. A total of 61 surveys were returned for an 89% response rate. Findings from the study included the following: (1) 66% of the institutions cited the lack of resources as the predominant problem in defining and/or implementing literacy services; (2) 34% felt that community colleges and technical institutes should play the role of coordination and partnership for literacy programs, 32% felt they should assume a major leadership role, and 27% believed that institutions should serve primarily as providers of remediation services; (3) 77% reported providing services for adults performing below entry-level, while 21% of the institutions not offering literacy services reported plans to do so in the future; (4) about two-thirds of the institutions used a locally-developed curriculum; (5) literacy activities tended to be concentrated in the southeastern, southern, and northern regions of the state; and (6) 78% of the literacy programs provided services year-round. Study recommendations called for further research to assist the educational system in defining "literacy services," identifying literacy students, establishing performance measures, and improving data collection and reporting at the local level. Data graphs and tables, the survey instrument, and a list of responding institutions are included. (JMC)

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A REPORT ON LITERACY SERVICES IN TEXAS PUBLIC COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

February 1991

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Community Colleges and Technical Institutes Division

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TABLE OF CONTENTS

PREFACE iii

I. Overview of the Survey 1

A. Purpose and Methodology 1

B. Limitations of the Survey 1

1. Defining "Literacy Service" 1
2. Limitations of the Survey Instrument 2
3. Local Data Collection and Reporting Procedures 3

II. Perception of Literacy Services in Texas Public Community Colleges and Technical Institutes 4

A. The Institutions' Definition of "Literacy Service" 4

B. Difficulties in Defining and Implementing Literacy Services . . 5

C. Different Opinions about the Role of Community Colleges and Technical Institutes in Literacy 7

III. Overview of Literacy Services in Texas Public Community Colleges and Technical Institutes during 1988-89 11

A. Services for Adults Performing below the Entry Level of Developmental Programs 11

B. The Task Force's Definition of "Literacy Services" and the Institutions' Responses 11

1. Length of time offered 11
2. Coordination with other organizations locally 11
3. Special target groups served 13
4. Groups with unique learning problems 14

IV. Basic Skills Services Provided by Texas Public Community Colleges and Technical Institutes during 1988-89 15

A. Instructional Strategies and Curriculum 15

B. Instructional Delivery Format 16

C. Skills Developed 17

D. Funding Sources 18

V. Institutional Literacy Services at Texas Public Community Colleges and Technical Institutes during 1988-89 19

A. Overview of Literacy Projects and Activities 19

1. Number and Geographic Distribution 19
2. When services are offered: semester, weeks, hours 19
3. Credit Status 21
4. Number of students 21

B. Staffing Patterns 23

1. Number of Full-time and Part-time Employees 23
2. Minimum Education Degree 24

C. Costs 24

1. Total Personnel Costs 24
2. Total Cost and Student's Costs 24

D. Assessment 25

E. Follow-up of Students 26

1. Dropouts and Completers 26
2. Options on Completion 27

VI. Conclusions 29

APPENDICES

(1) Members of the Literacy Task Force of the Texas Higher Education Coordinating Board

(2) Survey Instrument

(3) List of Institutions that Returned the Instrument and Their Report of Literacy Projects or Activities offered in 1988-89

(4) Data Tables

(5) Map of Higher Education Regions

PREFACE

The Texas Higher Education Coordinating Board established Adult Literacy as a major goal in the 1987 Master Plan for Postsecondary Technical, Vocational and Adult Education. Basic literacy preparation is of particular concern for the higher education community because it assumes that certain fundamental steps have been taken to enable students to meet college-level entry standards. From their initiation, community colleges and technical institutes in Texas recognized the importance of testing and advising students as essential support services and of implementing developmental studies programs. Nevertheless, institutional research in recent years has focused on the growing need for those support services by an increasing number of students who lack the reading and thinking competence to succeed in college. As noted by the Coordinating Board's Fund for the Improvement of Postsecondary Education (FIPSE) project, "College coursework requires students to think independently and to communicate their thoughts fluently and effectively... and the ability to analyze and criticize the ideas of others" (Improvement for Undergraduate Education in Texas: College-Level Competencies, June 1989).

The Texas Higher Education Coordinating Board established the Literacy Task Force in 1988 to clarify the role of community colleges and technical institutes in literacy as an essential component of their mission and to investigate the status of existing literacy services for developing a profile of such services in Texas. (See Appendix 1 for a list of the Task Force members.)

The literacy services survey was developed by the Task Force and conducted by the Texas Higher Education Coordinating Board. Ann Lopez facilitated the organization and operation of the Task Force. The research process and content analysis were coordinated by Sally J. Andrade. Emily Jones, an intern at the Coordinating Board, assisted with the development and dissemination of the questionnaire. Juliet McNally did the quantitative analysis and drafted initial

reports of the findings. Andrade and Lopez did the final editing of the report. This report contains the findings of the Task Force's literacy services survey.

I. OVERVIEW OF THE SURVEY

A. Purpose and Methodology

The goal of the survey was to generate a basic description of existing literacy programs and activities in Texas public community and junior colleges and technical institutes.

The Literacy Task Force discussed the most critical areas which needed to be documented and then worked with Coordinating Board staff to develop a survey instrument. The instrument asked each institution's president to describe how that college or technical institute defined literacy; to provide an overview of literacy services there; and to complete a more detailed description of each literacy program, activity, or other service available at the institution. (See Appendix 2 for a copy of the survey instrument.)

Each of the 67 community college and four Texas State Technical Institute campuses was mailed a questionnaire, and telephone contacts encouraged administrators to return the forms. A total of 61 survey instruments were returned, with one multi-campus district submitting a single form for its three campuses. This represents a 89% response rate. Responses were tabulated to determine frequencies and distribution patterns to develop a descriptive profile of institutions' perceptions about literacy. (Appendix 3 contains a list of institutions that returned the instrument and their report of literacy projects or activities offered in 1988-89.)

B. Limitations of the Survey

Because the literacy survey was the first effort of this type undertaken in Texas, a number of limitations need to be noted. There are three major issues: 1) the difficulty in defining literacy services; 2) the limitations of this particular instrument; and 3) the limitations of local data collection and reporting systems.

1) **Defining "Literacy Service"** - The Literacy Task Force spent

considerable time discussing the fact that there is no standard definition of "literacy service," and that philosophical and institutional policy issues determine how a college or technical institute perceives its role in literacy activities. For example, some community colleges believe their primary mission is an academic one to prepare students for transfer to an upper-level university and, as a result, may be reluctant to become too visibly involved in providing remedial services to illiterate adults. Other colleges have developed strong developmental studies programs to help adults improve their basic skills in order to participate in higher-level academic or technical-vocational studies; however, they may not consider such remedial efforts to be "literacy services." In contrast, other institutions may have similar developmental studies programs, part of which they label as "literacy services".

A more complex issue relates to which performance criteria define an individual in need of literacy service. To help clarify this issue, the Task Force asked each institution how it formally or officially defined literacy. In addition, the survey instrument subsequently provided the Task Force's definition which the institution was asked to use in assessing and reporting its activities during 1988-89. While this procedure produced interesting findings in terms of the institutions' open-ended responses, the variety of responses and their frequent inconsistencies made it difficult to compare them with other responses, to the more structured and quantified questions about literacy services.

2) <u>Limitations of the Survey Instrument</u> - The instrument included both open-ended and more structured questions to permit institutions to report their activities. One result was the documentation of a wide range of diverse activities that are not easily compared due to the definition issue noted above. In addition, several of the instrument's questions were not phrased with sufficient clarity to interpret the resulting responses with assurance. For example, in an acknowledgement of the difficulty of recording exact student

tallies in literacy activities, the demographic questions were phrased in terms of an "approximate unduplicated headcount" and did not provide a matrix that would have permitted checking totals and missing data.

3) Local Data Collection and Reporting Procedures - Because some institutions have not clearly identified or targeted some of their remedial services as "literacy activities" and because there is considerable overlap with "remedial programs," the data reported in the survey may not represent specific literacy activities. In addition, the institutions do not necessarily collect clearly distinguished student characteristic data as a function of a literacy project or activity; therefore, it was impossible to get a clear count, for example, of exactly how many students were participating in literacy services. Some institutions reported very specific totals across categories, while others provided estimates and some did not report any figures. The responses about the costs of literacy services reflect limitations of all three issues.

Summary - These three issues need to be considered as the reader reviews the findings. They will also need to be addressed in future research on this highly complex educational activity, in that it is not easy to generalize about the diverse type of literacy services that institutions are providing.

II. PERCEPTION OF LITERACY SERVICES IN TEXAS PUBLIC COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

A. The Institutions' Definition of "Literacy Service"

The survey asked for an official or formal definition of "literacy service," and 60 institutions responded. Coding through content analysis produced a clearly distinct pattern in the responses. (See Figure 1 and Appendix 4-1 for a summary of the data.) For example:

- More than one-third of the institutions viewed their literacy services as targeting adults who tested below grade level. There was considerable variation, however, in the grade-level criteria they used to identify students for their services, ranging from one institution which provided services to any student who could not function at Grade 13 or college freshman level, to another who provided literacy services for those students testing at Grade 3.
- One-fourth reported that their institution did not have an official or formal definition of "literacy service."
- Slightly less than one-fourth characterized their literacy services as providing basic skills training so that students can function in college and society.
- Almost 12% define their literacy services as developmental education or some combination of developmental, continuing and adult basic education, and/or JTPA services.
- Five percent reported some other type of definition difficult to categorize; such as instruction in a variety of formats, media, career-vocational development, encouraging growth in critical thinking, reading, viewing and listening, and services available beyond the working day.

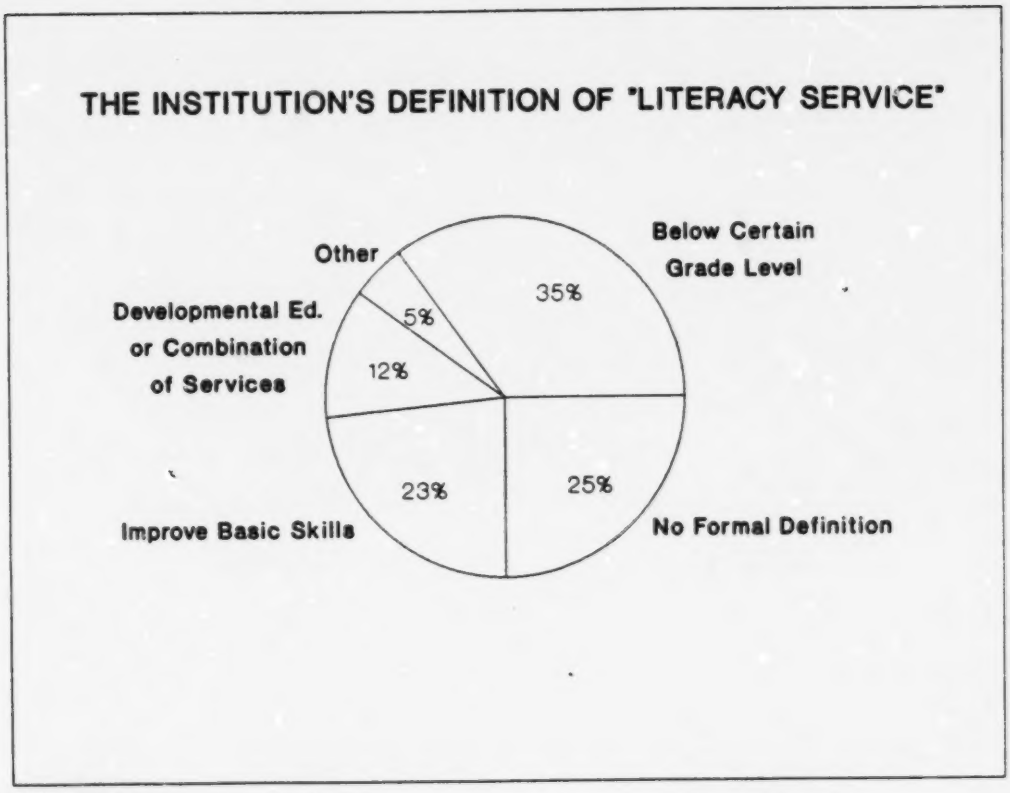

Figure 1

B. Difficulties in Defining and Implementing Literacy Services

The survey asked institutions about the difficulties they perceived in defining and/or implementing literacy services. Because it was an open-ended question, they could list as many factors as they desired, and 59 institutions responded. The responses have been grouped following a content analysis into 12 categories, taking into consideration both the number of responses and the key issues identified by the institutions. (See Figure 2 for a graphic presentation and Appendix 4-2 for the coded data.)

The overwhelmingly predominant response focused on the lack of resources in the face of need and demand for literacy services. While almost 58% of the institutions identified inadequate funding, they and others also mentioned such factors as inadequate space and facilities, the lack of appropriate equipment and materials, and the need for essential support services including transportation

and child care. These factors were linked to their perception that literacy services require a low student/instructor ratio and must be of a highly intensive, personal nature to be effective.

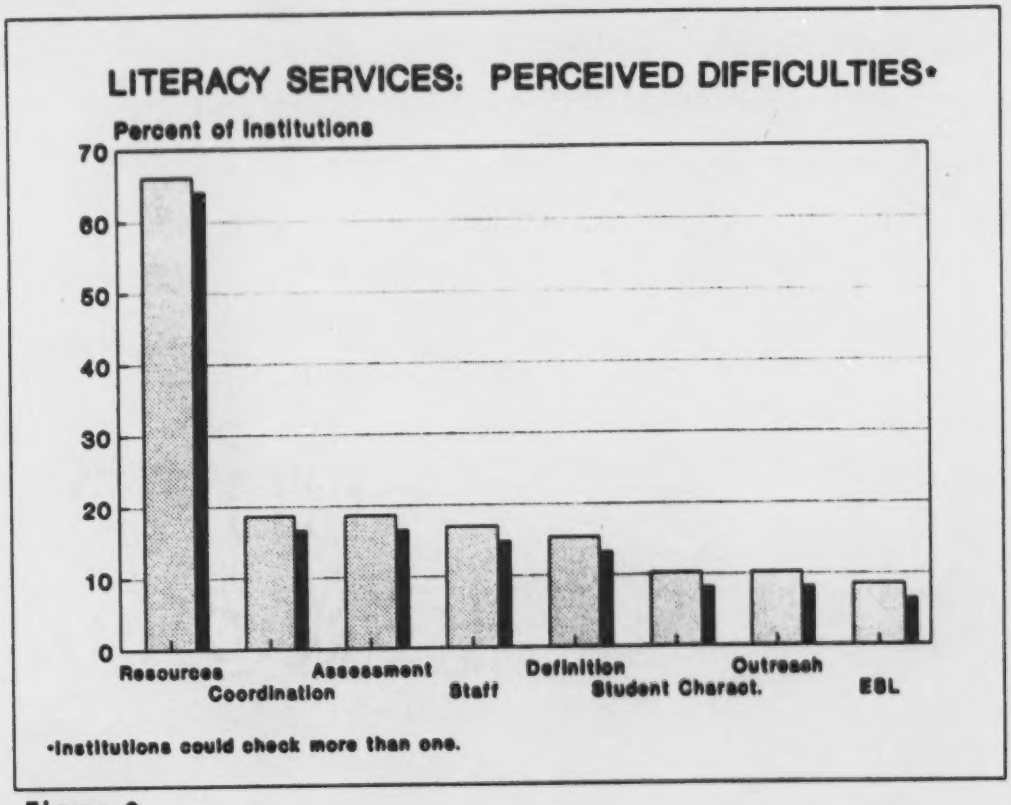

Figure 2

A second group of responses, mentioned by about one-fifth of the institutions, highlighted problems related to:

- institutional coordination which sometimes generates competitive relations and fragmented services;
- assessment and placement of literacy students, including limitations of existing tests and advising procedures;
- recruiting and retaining expert staff, instructors and volunteers who also have the interpersonal skills to make a literacy program succeed; and
- practical implications related to the ambiguous definitions

of "literacy," e.g., grade-level scores on tests vs. skills or competency levels, and problems generated for instructors related to such new concepts as "workplace literacy" or "cultural literacy."

A third set of factors were not identified by as many institutions but nevertheless suggest some key issues relevant to the effectiveness of literacy programs and services. These included: problems related to the unique characteristics of literacy students (including their emotional and economic limitations); the need for better outreach methods to identify and recruit adult learners; the unique needs of English-as-a-Second-Language learners; institutional tension within a community college which attempts to maintain a high academic or transfer profile while also attempting to address the remediation and literacy needs of disadvantaged adults; special needs of rural areas; and the impact of the Texas Academic Skills Program (TASP).

C. Different Opinions about the Role of Community Colleges and Technical Institutes in Literacy

Institutions were asked what the role of Texas community/junior colleges and technical institutes should be in literacy, and 59 answered. A content analysis of the open-ended responses indicated a very clearly distinguishable pattern. (See Figure 3 and Appendix 4-3 for data.)

Three clearly distinguishable roles emerged from their responses. One-third (34%, or 20) believed that the community colleges and technical institutes should play a role of coordination and partnership in literacy services. Examples of their statements include:

(a) Emphasis should be on local partnerships and coordination (especially in urban situations) with other community organizations to serve this population.

(b) . . . the role of the college or technical institute

should be an active and participative role that is defined by college personnel working in partnership with other appropriate agencies, organizations or individuals.

(c) . . . they should coordinate all efforts so that duplication would be avoided.

(d) Work closely with area Independent School Districts (ISD's) who are providing Adult Basic Education (ABE) instruction, and provide service if not provided elsewhere.

Another 32% (19) of the institutions suggested that the community colleges and technical institutes should assume a major leadership role in literacy services: they should be actively involved, at the forefront, the prime vehicle for such programs, services and activities. Some examples of their responses are:

(a) Community junior colleges should be the primary delivery organization for literacy instruction in Texas.

(b) The State should give community colleges the primary role and fund accordingly.

(c) Texas community junior colleges and technical institutes can play a very big part in solving our literacy problems within the state because of visibility, connections and desire to serve the needs of the community.

(d) The community junior colleges in Texas should lead the way in the battle against illiteracy.

An additional 27% (16) of the institutions concluded that the community colleges and technical institutes should serve primarily as providers of remediation services to help adults develop the basic skills necessary to survive or succeed. They stated, for example:

(a) Texas community junior colleges and technical institutes

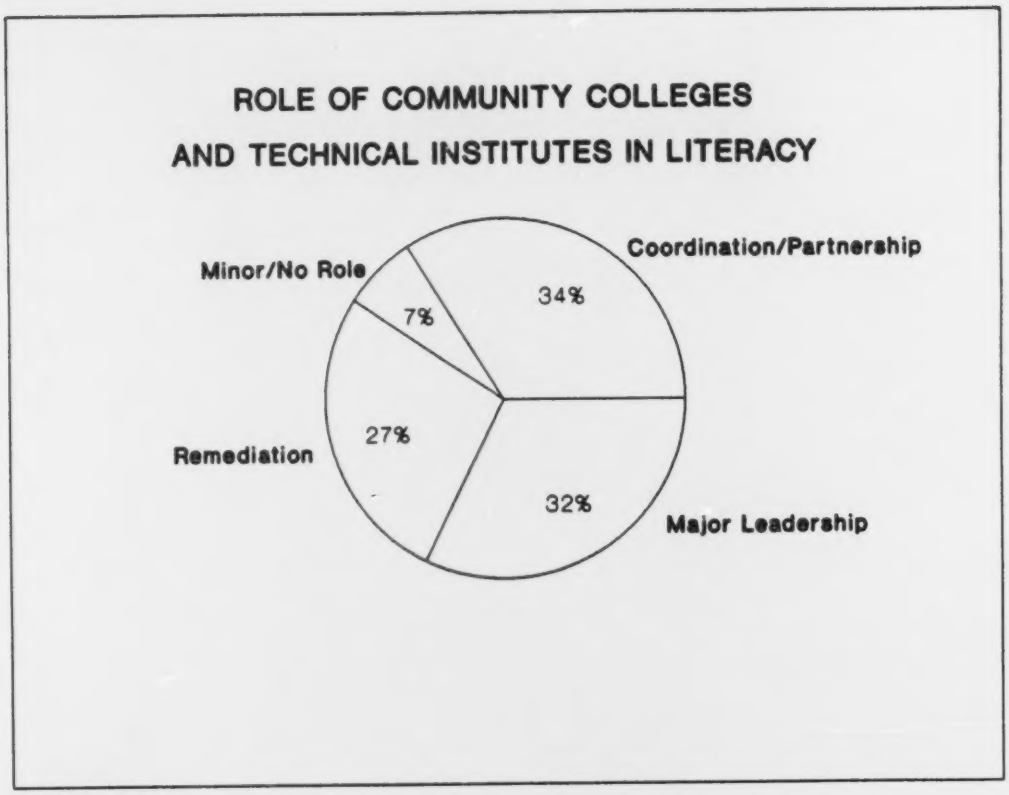

Figure 3

should continue developing more programs designed to enable individuals to develop or improve the skills necessary to function effectively in their environment.

(b) To offer as many ESL, or ABE, or GED classes as are requested and needed within the community.

(c) Texas community junior colleges and technical institutes can assist in countering illiteracy by providing basic skills remedial education and supporting organizations and local literacy councils engaged in providing literacy services.

(d) The mission of developmental education should be to help students improve their performance in the essential skills areas. A major purpose of these programs is to assist under-prepared students in attaining college-level performance.

A much smaller group of institutions (7%, or 4) stated that they were uncertain about the role of community colleges or technical institutes in literacy or believed that these institutions should play a minor or no role in literacy services. For example, one stated that, "Texas Community Junior Colleges and Technical Institutes are not and should not be held responsible for 'literacy skills' services."

Summary: The wide variation in institutions' definition of "literacy services" suggests that the field needs to clarify the definitions of both "illiteracy" and "literacy instruction." This would facilitate improvement in planning, instruction and assessment. Funding and resources to support instruction is the paramount difficulty identified by almost two-thirds of the community colleges and technical institutes, but they are aware of other major problems related to the special needs of adult learners and effective literacy instruction. While the three distinctive institutional roles identified in the survey are not mutually exclusive, they do suggest that administrators hold different perceptions about their institution's responsibilities with respect to literacy services. This should be addressed as efforts to formulate clearer policy positions and statewide plans for literacy initiatives develop.

III. OVERVIEW OF LITERACY SERVICES IN TEXAS PUBLIC COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DURING 1988-89

A. Services for Adults Performing below the Entry Level of Developmental Programs

Among the 61 responding institutions, 77% (47) of them reported providing services for adults performing below the entry-level of their developmental programs. Of the 14 institutions that do not yet offer literacy services, only 21% (3) reported plans to serve this target population in the future, perhaps reflecting the ambivalence or reluctance of those not providing such services. (See Appendix 4-4 for data.)

B. The Task Force's Definition of Literacy Services

For purposes of the remaining survey questions, "literacy services" were defined as "those designed to provide services to individuals who do not have basic reading, writing, mathematics and critical thinking skills necessary to enter a developmental program as funded through the Coordinating Board's Academic Course Guide Manual," i.e., literacy services which are less than developmental.

1. Length of time offered - Overall, there are notable time differences among colleges offering literacy services. Slightly over 60% of them have offered literacy services for six years or more, with 38% of these for more than 10 years. The same percentage (38%) have had five years experience or less in literacy activities. (See Appendix 4-5 for data.)

2. Coordination with other organizations locally - Figure 4 plots the six major categories of organizations that the community colleges and technical institutes work with in the coordination and delivery of literacy services. Public library and public school districts (70% and 64% respectively) head the list, followed by state agencies (54%) and local organizations from the private sector (50%). In addition, about 40% of the 47 responding colleges identified criminal justice organizations as their partners in serving illiterate adults.

What may be an artificially low percentage (30%) reporting for postsecondary institutions is probably due to the question's ambiguity, resulting in a majority of the responding colleges not counting themselves in this category. As noted in Section III-A, 77% of the institutions reported providing services to adults performing below the entry level of their developmental programs.

Among state agencies, about three-fourths of the colleges identified rehabilitation agencies and the Department of Human Services, while 68% cited the Texas Employment Commission as their partners in literacy services. Between half to two-thirds of them cited Private Industry Councils, Local Literacy Councils, churches or other religious organizations, and community-based organizations in their coordination of literacy services.

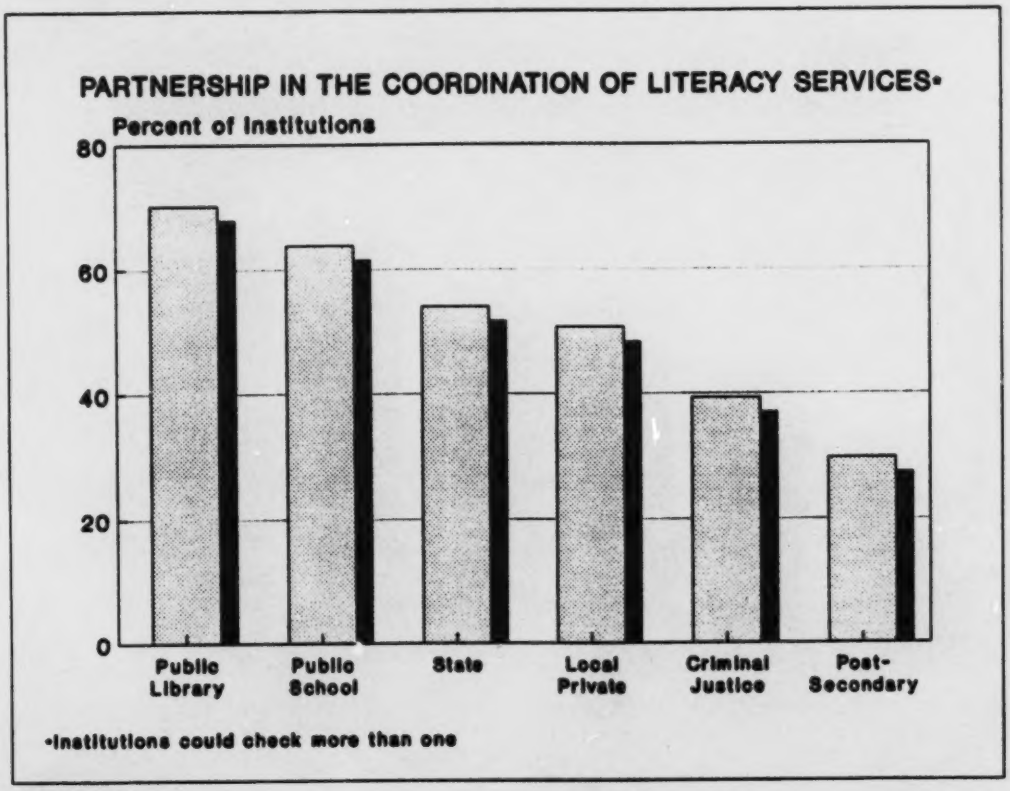

Figure 4

NOTE: The organizations included in each category of Figure 4 were:

(1) Public Library (70.2%)

(2) Public School District (63.8%)

(3) State

- Rehabilitation (76.6%)
- Department of Human Services (74.5%)
- Texas Employment Commission (68.1%)
- Education Service Center (34.0%)
- Texas Literacy Council (17.0%)

(4) Local Private

- Private Industry Council (66.0%)
- Local Literacy Council (57.4%)
- Churches/ Religious Organizations (55.3%)
- Community-Based Organizations (53.2%)
- Newspapers (38.3%)
- Private Businesses (36.2%)

(5) Criminal Justice

- Correctional Institutions (59.6%)
- Texas Youth Commission (19.1%)

(6) Postsecondary Institutions (29.8%)

3. <u>Special target groups served</u> - Limited-English-Proficient Students (92%, or 43) and amnesty applicants (81%, or 38) were among the highest priority groups targeted for literacy services, probably due to the effect of recent amnesty legislation. The majority of the institutions also served single parents (85%, or 40) and homemakers (77%, or 36). Probationers (53%, or 25), prison inmates, (43% or 20) and parolees (43%, or 20) received less attention than the dislocated workers (75%, or 35), or the youth at risk (62%, or 29). Slightly less than 50% of workers at work or families (parent and child) are targeted to be served by the 47 responding institutions. (See Appendix 4-7 for data.)

4. <u>Groups with unique learning problems</u> - Among the groups with unique learning problems, 89%, or 41, of the institutions that reported providing literacy services had programs addressing the Limited English Proficient. Almost two-thirds of the institutions were able to work with the learning disabled, while about half offered services to the mobility, hearing or visually impaired. Only 30% of them were equipped to work with the developmentally delayed or retarded. Figure 5 shows the results by individual problem groups. (See Appendix 4-8 for data.)

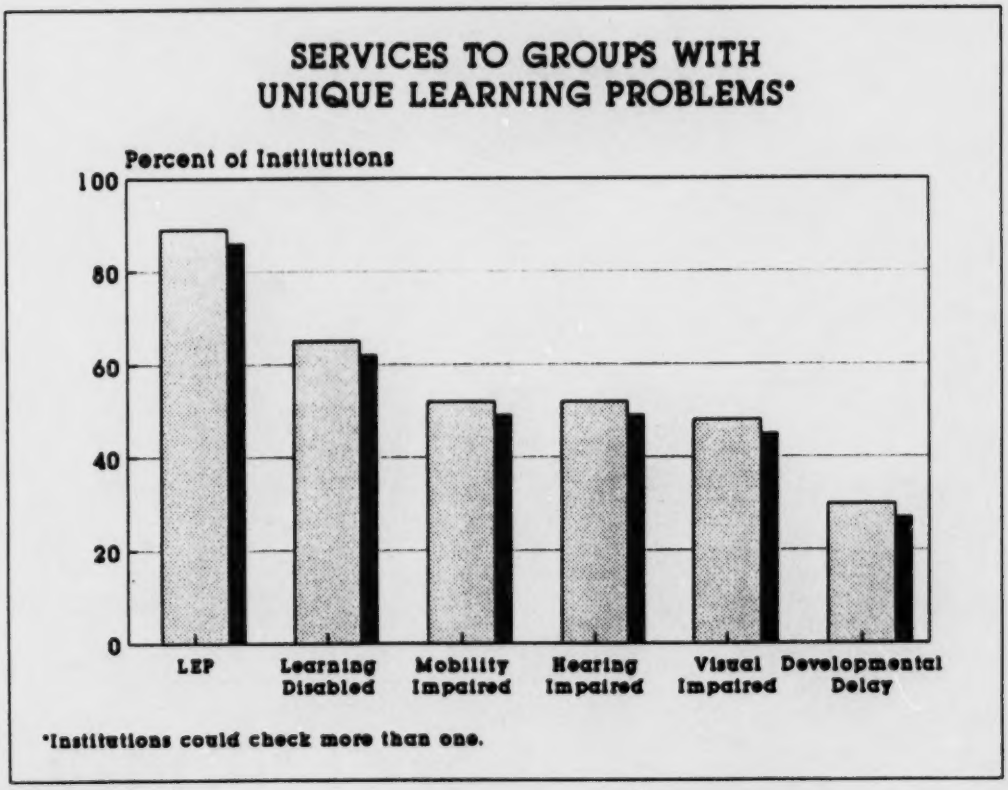

Figure 5

IV. BASIC SKILLS SERVICES PROVIDED BY TEXAS PUBLIC COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DURING 1988-89

A. Instructional Strategies and Curriculum

Regarding instructional strategies and curriculum, about two-thirds of the 47 responding institutions used locally-developed curriculum. About half of them indicated that they used software and commercial materials other than those listed in the survey instrument. In addition to Language Experience methodology, strategies used in curriculum developed by Laubach and Literacy Volunteers of America (LVA) programs were more likely to be utilized for lower grade level instruction. Figure 6 illustrates this relationship. For example, Laubach is used by 44% or 19 institutions at the 0-5 grade levels, while only 25% of them use Laubach at the 6-8 and 11% at the 9-12 grade levels. In contrast, the use of locally-developed curriculum and other software and commercial materials seems to increase with grade levels. (See Appendix 4-9 for data.)

(1) Locally Developed Curricula
(2) Other Software and Commercial Materials
(3) Laubach
(4) CCP (Comprehensive Competency Program)
(5) Language Experience
(6) LVA (Literacy Volunteers of America)
(7) CCC (Computer Curriculum Corp.) and PALS IBM

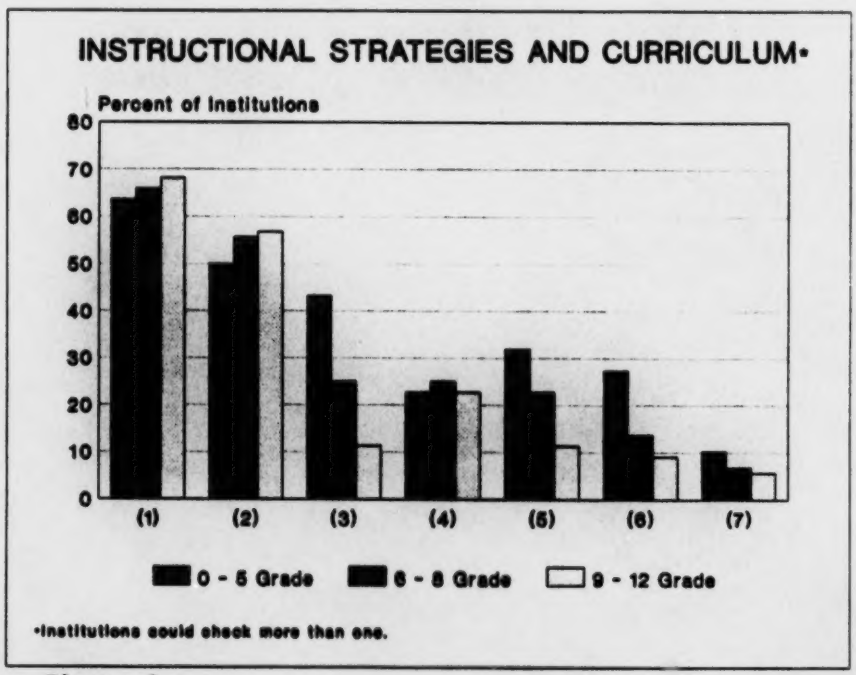

Figure 6

B. Instructional Delivery Format

Overall, small group tutoring (73%) and computer-assisted instruction (72%) appeared to be the mode of instruction preferred by the 47 responding institutions. In addition, classes and individual tutoring (including both matched and drop-in) were provided by 64% and 59% of the institutions respectively. In contrast, televised instruction was the least utilized mode of instruction, in that only nine, or 20%, of the 47 institutions used it at the 0-8 grade levels, and 14 (30%) used it at the 9-12 grade levels. This may be due to its being less available in some areas.

The popularity of computer-assisted instruction increased with grade level, ranging from 63% at the 0-5 grade levels to 80% at the 9-12 grade levels. Similar trends are observed, though to a lesser extent, for classes (ranging from 61% for 0-5 grade to 70% for 9-12 grade), small group tutoring (67% for 0-5 grade and 76% for 6-12 grade) and televised instruction. Figure 7 graphs the different instructional delivery format by grade levels. (Refer to Appendix 4-10 for data.)

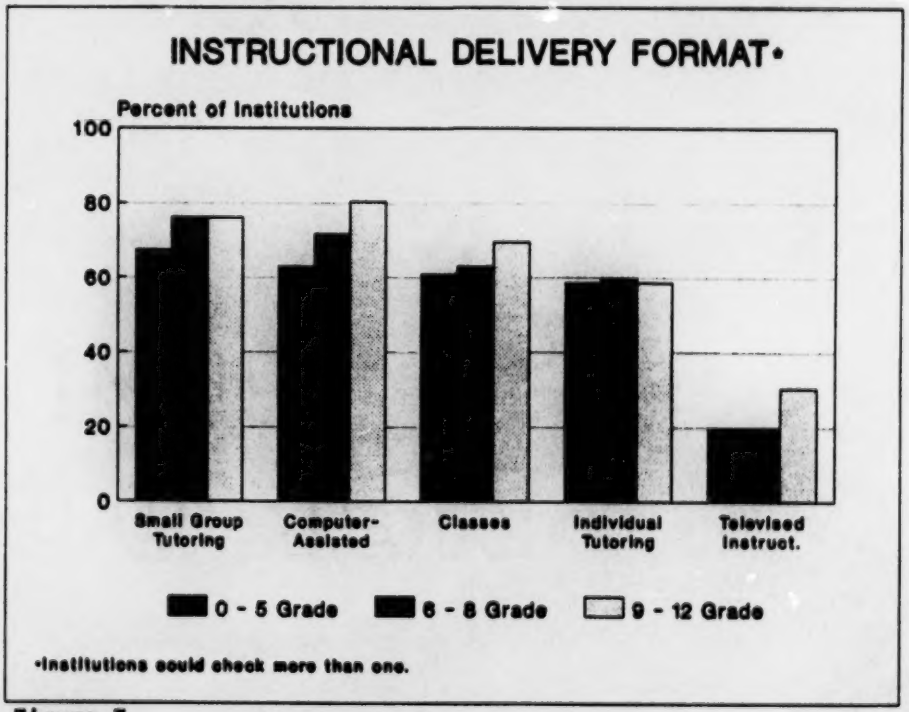

Figure 7

C. Skills Developed

Overall, reading, writing and mathematics and the closely related English-as-a-Second-Language (ESL) skills were recognized by at least 83% of responding institutions as the major skills to be developed across all grade levels in their literacy programs. Programs aiming to develop adult life-coping, critical-thinking and job-specific skills were offered by fewer institutions. Furthermore, these skills were less emphasized in the lower grade levels. Figure 8 plots the major skills to be developed by grade levels. While job-specific skills and critical thinking were cited by 61% of the institutions at the 9-12 grade levels, only 40% of them mentioned the same skills at the 0-5 grade levels. The same trend was observed for adult life coping skills, where over 70% of the institutions cited it as a major skill to be developed at the 6-12 grade levels in contrast to 61% at the 0-5 grade levels. (See Appendix 4-11 for data.)

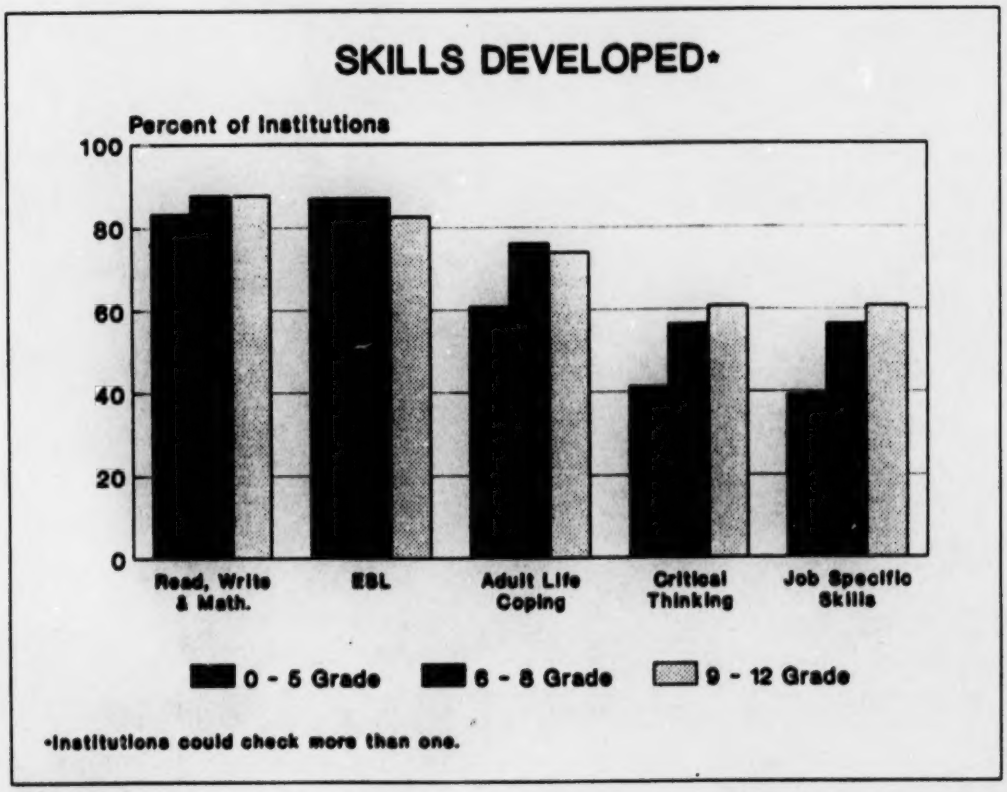

Figure 8

D. Funding Sources

Between 42% to 50% of the 47 responding institutions relied on tuition and local tax dollars to fund their literacy services. In addition, funding made available through Federal and State Adult Basic Education (56%) was the single most frequently cited funding source, followed by State Legalization Impact Assistance Grants (SLIAG), Job Training Partnership Act (JTPA) and Local Private Council (53% each). Other sources of federal funding were also cited, including Carl D. Perkins (44%) and JTPA State Discretionary (15%). Private donations and industry were identified as a funding source by about 10% of the institutions. No distinct funding trends were observed among projects serving clients with different educational levels, although tuition, and JTPA and Perkins dollars were more likely to underwrite literacy instruction at the higher grade levels. Figure 9 plots the four major funding sources by grade levels. (Refer to Appendix 4-12 for data.)

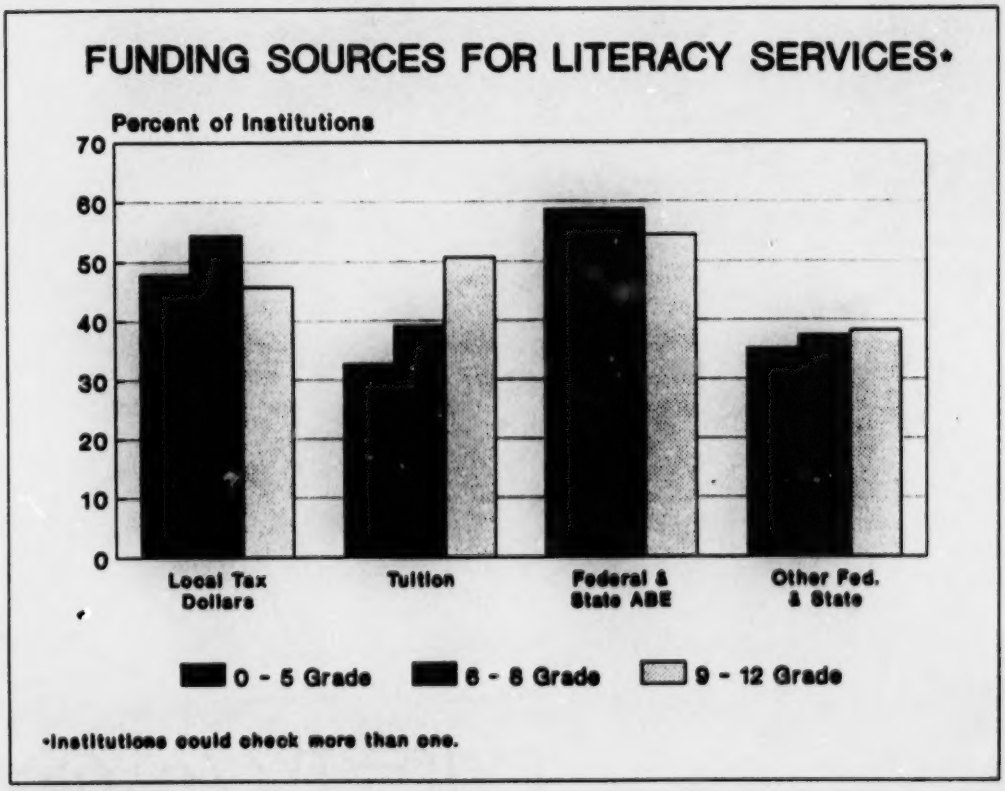

Figure 9

V. INSTITUTIONAL LITERACY SERVICES AT TEXAS PUBLIC COMMUNITY COLLEGES AND TECHNICAL INSTITUTES DURING 1988-89

A. Overview of Literacy Projects and Activities

1. Number and Geographic Distribution - Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 44 filled out additional forms to describe individual literacy projects or activities. A total of 84 project survey forms were received. Over 60% of the 44 responding institutions filled out only one project survey form, while approximately 16% identified two literacy projects, and 23% reported three or more literacy activities at their institutions. (See Appendix 4-13 for data.)

Table 1 on the following page shows the distribution of community colleges and technical institutes and literacy projects reported in the eight higher education regions. Geographically, literacy activities seemed to be concentrated in the southeast, south and northern regions of the state. While 55% of the community colleges and technical institutes are located in these three regions (Regions 2, 3 and 4), they account for 68% of the institutions that reported providing literacy services and three-quarters of all literacy projects identified by the responding institutions. No literacy activity was reported in Region 6 (northwest), although four community colleges are located within that region. Reported literacy activity levels in each of the four remaining regions (1, 5, 7 and 8) ranged from 4% to 10%. (See Appendix 5 for a map of the higher education regions and a list of community colleges and technical institutes within each region.)

2. When services are offered: semester, weeks, hours - Overall, literacy activities are offered throughout the year and are readily available to students throughout the day. A majority of the responding programs (78%) provided literacy services all year round. An additional 7% of them offered services

TABLE 1: GEOGRAPHIC DISTRIBUTION OF LITERACY ACTIVITIES IN COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

Higher Education Region	*Number of Institutions in Each Region	Percent of Total Institutions	**Number of Institutions Reported Providing Services	Percent of Total Institutions Providing Services	Number of Projects Reported	Percent of Total Projects Reported
1 - East	8	11.6%	5	10.6%	8	09.5%
2 - Southeast	15	21.8%	13	27.7%	17	20.2%
3 - South	10	14.5%	10	21.3%	14	16.7%
4 - North	13	18.8%	9	19.2%	32	38.1%
5 - Central	8	11.6%	4	08.5%	3	03.6%
6 - Northeast	4	05.8%	0	00.0%	0	00.0%
7 - West	7	10.1%	5	10.6%	7	08.3%
8 - Panhandle	4	05.8%	1	02.1%	3	03.6%
TOTAL	69	100.0%	47	100.0%	84	100.0%

* Number of individual community college and technical institute campuses in each region
** Refers to institutions that returned the survey and who reported providing services for adults performing below the entry-level of their developmental program

throughout the year except during the second half of summer, while 11% of them provided literacy services during the fall and spring semesters only.

The length of time a project was available to students varied widely, from a few hours per week (for lectures or classes) to 70+ hours (for learning labs). Over half of the projects were available to students for more than 20 hours a week, of which 29% of these were operating for 40+ hours weekly. Slightly over one-third of the activities are offered for 10 hours or less. (See Appendix 4-14 for data.)

3. **Credit Status** - Over three-fourths of all literacy activities were offered as non-credit courses. While 16% of the projects offered students the option of taking them as credit or non-credit, only 6% of all services identified were offered exclusively for credit.

4. **Number of students** - The number of students from 12 different projects are cited in Table 2 to illustrate the difficulties encountered in collecting accurate and valid demographic data. Category (1) lists a sample of three different projects that appear to have accurate reporting procedures. The number of literacy students served, when broken down by gender, ethnicity and age, add up to the same total. However, the number of students reported by other projects for the same demographic breakdown often do not add up or are missing as illustrated by category (2). This may be a result of possible errors in reporting or problems with reporting categories and non-reponses from students. Moreover, some institutions may not collect detailed demographic data on their literacy students and therefore only have estimated figures (rounding to the nearest hundreds) available as illustrated by category (3).

As discussed in Section I-A, there are several definitions of "literacy services" used by the responding institutions. Category (4) illustrates how the lack of a uniform definition of "literacy services" may affect the validity of data collected. In this example, the number of students reported to be served

by the three sample literacy projects ranged from one to over 20,000. This suggests that the latter institution may define its literacy activities to include a broader range of services in adult education. (See Appendix 4-15 for a complete listing of the reported number of students.) However, readers must keep in mind that those self-reported institutional counts may not accurately reflect the actual number of students receiving literacy services.

TABLE 2: PROBLEMS OF DATA COLLECTION

	Gender	Total By Ethnicity	Age
1). Apparently Accurate Demographic Reporting			
Project A	166	166	166
Project B	474	474	474
Project C	1476	1476	1476
2). Possible Errors in Reporting or Problems with Reporting Categories and Non-Responses			
Project D	879	934	913
Project E	619	970	.
Project F	.	44	.
3). Possible Use of Estimated Figures			
Project G	1800	1800	1800
Project H	5800	5800	5800
Project I	100	100	100
4). Unclear Definition of Literacy Services			
Project J	12646	12646	12646
Project K	1	1	1
Project L	20912	20912	20912

B. Staffing Patterns

1. Number of Full-time and Part-time Employees - In general, literacy programs were staffed by qualified part-time or full-time employees with split responsibilities. Several of the programs indicated that they were understaffed in relation to the low student/instructor ratio necessary for effective literacy instruction.

About 60% of the programs reported that all administrative staff were full-time employees, although 36% had responsibilities other than the reported literacy program. About one-fifth of the responding programs had part-time administrative staff only, while 17% employed both part-time and full-time administrators. Overall, 61% of the programs had at least one administrator working full-time on the reported literacy activity.

Most of the instructional personnel for literacy programs were part-time workers. About 46% of the 74 responding programs reported that they had part-time instructors only. An additional 45% employed both part-time and full-time instructional personnel, while less than 10% had full-time instructors exclusively. Overall, about 46% of the programs had at least one instructor working full-time on the reported literacy activity. The number of part-time instructional staff employed by each program varied, ranging from one to more than 100, with half of the programs employing three or more part-time instructors.

Among the 46 programs responding on clerical personnel, 57% had at least one clerical employee working full-time on the reported literacy program. The same percentage had at least one part-time employee on their clerical staff. The number of volunteers cited by the 27 responding programs ranged from one to 800 with half reporting that they had at least seven volunteers assisting in their literacy activities. (See Appendix 4-16 for data.)

2. **Minimum Education Degree** - Almost all of the administrative personnel (97%) in the 59 responding programs were four-year degree holders, with half having a post-graduate degree. The same trend was observed among the instructional personnel, where 86% of the 66 responding programs had instructors with at least a four-year degree.

Among the 26 programs which reported on their clerical staff, about 58% of the clerical staff were high school graduates, while an additional 19% of them held associate degrees. A similar trend was observed among volunteers where 59% had earned a high school diploma or a GED. About 18% of the volunteers held two-year degrees. Most of the "other" employees cited by the 24 programs were teacher's aides or student assistants, who were predominantly high school graduates. (See Appendix 4-17 for data.)

C. **Costs**

1. **Total Personnel Costs** - Because of the variety and scope of literacy programs, total reported personnel costs ranged from a low of $1,000 to an annual budget exceeding $800,000. As noted in Section I-B, there were several limitations to the survey and because institutions do not agree on one clear definition of "literacy services," it is inappropriate to generalize from these findings about the average cost of a literacy program.

2. **Total Cost and Student's Costs** - Data on the total cost of literacy programs were sketchy at best. Several of the respondents indicated that they either did not know or that the cost for individual programs had never been computed. Overall, 26 programs provided some form of cost data. However, many of the responses were estimated figures based on their program format, i.e. cost per block, per course, per set number of instructional hours, etc. Therefore, the costs to students, if any, varied widely across programs and institutions.

For example, costs for students in ABE, ESL and JTPA programs ranged from no cost to $250 per semester, depending on whether the program was grant-funded

or if the student was receiving financial aid. Additionally, for some of the programs, the actual cost to students depended on the credit status of the course, as well as the residency requirements of individual colleges.

It appears that students in literacy services were likely to bear little or no cost. Close to 60% of the 80 responding programs indicated that there was no cost to the student, while 24% reported that the students shared some of the costs for their literacy services. About 17% of the programs reported that the students had to bear all costs unless they received financial aid. (See Appendix 4-18 for data.)

D. Assessment

While 95% of the 81 program respondents indicated that they used a pre-assessment process, only 71% employed a post-assessment process. Among those with a pre-assessment process, 81% used some form of standardized tests. Twenty-nine percent also reported using interviews, while 32% cited using other means for their pre-assessment evaluation, primarily diagnostic tests developed by their own staff. Among those programs that used standardized tests for their pre-assessment process, a wide variety of tests were mentioned. With the exception of the Test of Adult Basic Education (TABE), which was cited by 38%, or 22 of the responding programs, none of the remaining tests were used by more than 14%, or 8. Over 30 different tests were mentioned by the 59 responding programs, with 18 of the tests used by only one program. Of the programs that utilized a post-assessment process, a majority used a different version of the standardized test used in the pre-assessment process. (See Appendix 4-19 for data.)

As illustrated in Figure 10 on the following page, the information collected from the pre-assessment process was used primarily for placement (95%) and secondarily for diagnosis (54%). About 40% of the programs reported using the information for evaluating exit skills, program effectiveness and competency

checks. Close to 80% indicated that the information could not be used to detect students' learning disabilities and determine their level of literacy. (See Appendix 4-19 for data.)

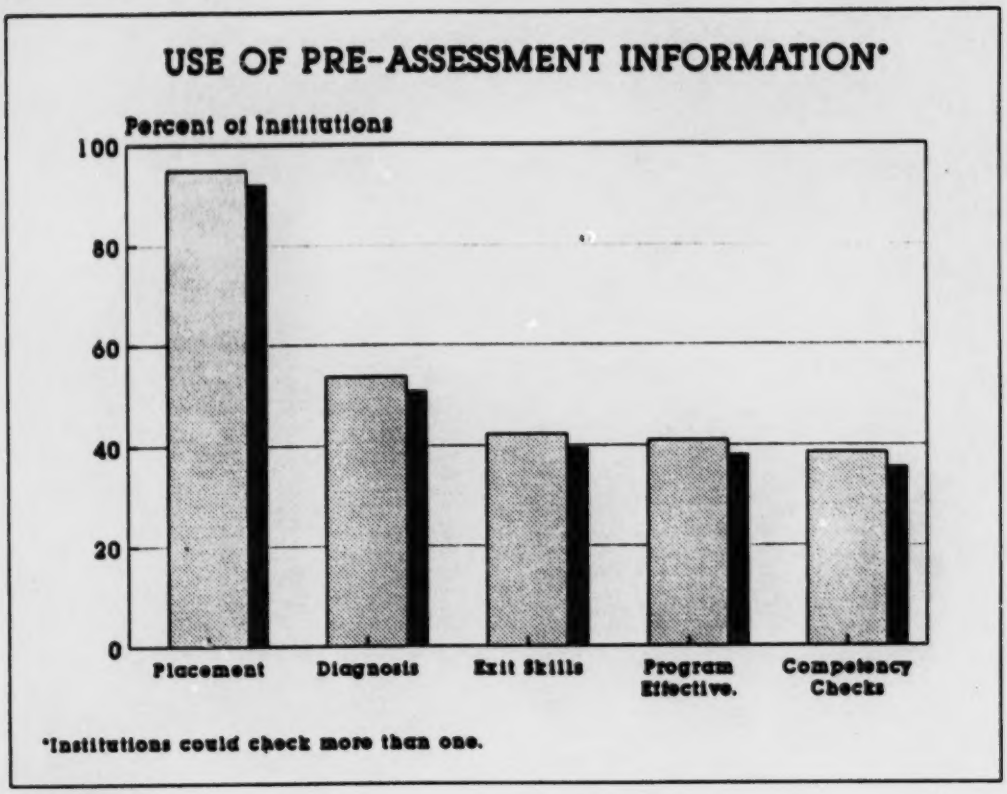

Figure 10

E. Follow-up of Students

1. Dropouts and Completers

Generally, about half of the 83 responding projects had no follow-up programs for dropouts and completers. About 45% had follow-up programs to track and renew contact with their program dropouts, while 35% had programs to trace what happened to their program completers. The remaining projects indicated they were uncertain about the follow-up process. Of the respondents that did have follow-up programs, slightly over one-fourth (22) had follow-up programs for both dropouts and completers (See Figure 11).

Among the 37 programs for dropouts, 57% (21) used phone calls and 30% (11)

cited mail as a means to track and renew contact with their program dropouts. Of the 29 follow-up programs for completers, over one-fourth (27%, or 9) of them tried to encourage and/or track if the students enrolled in college credit courses. An additional 24% (8) explicitly mentioned using computer systems to track their students, while 21% (7) used mail. About 15% (5) mentioned tracking JTPA students, primarily through their employers. (See Appendices 4-20 and 4-21 for data.)

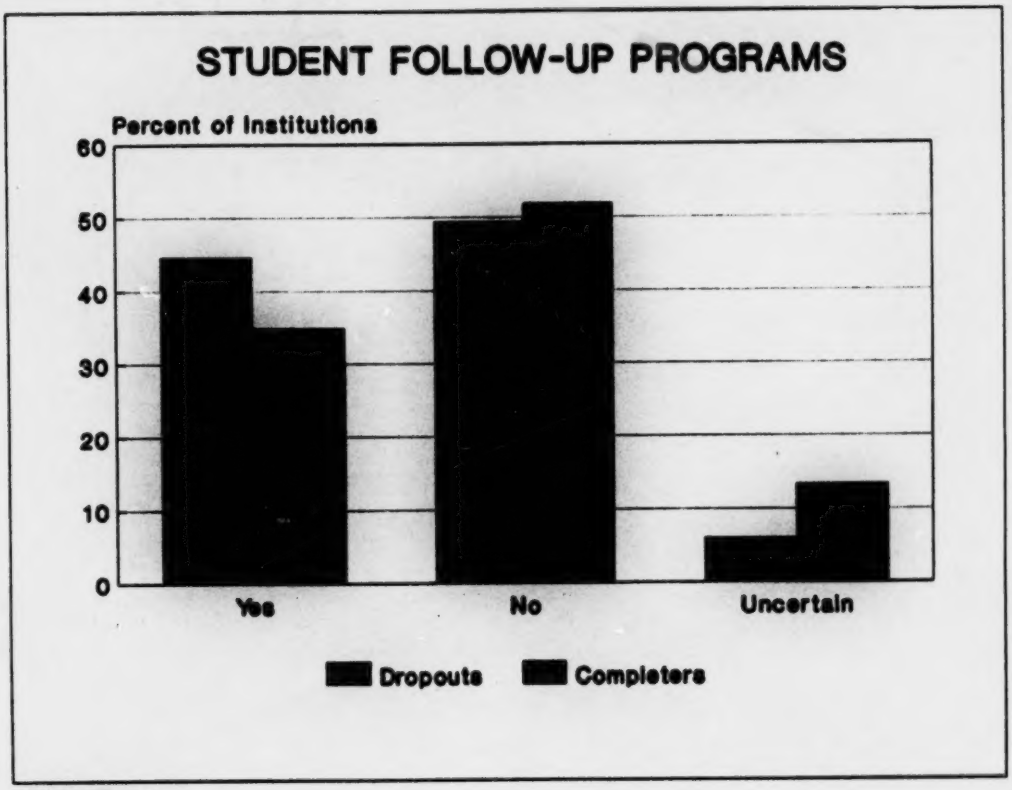

Figure 11

2. Options on Completion - A majority of the 83 projects offered their students the option of enrolling in developmental studies (86%), certificate programs (82%), degree credit programs (80%) or GED programs (76%) after they completed the literacy program. In contrast, only 16% of the programs cited competency-based high school degree programs as an option, which may be a result of the need for coordination with a local school district. The different

options for program completers are charted in Figure 12 and the data can be found in Appendix 4-21.

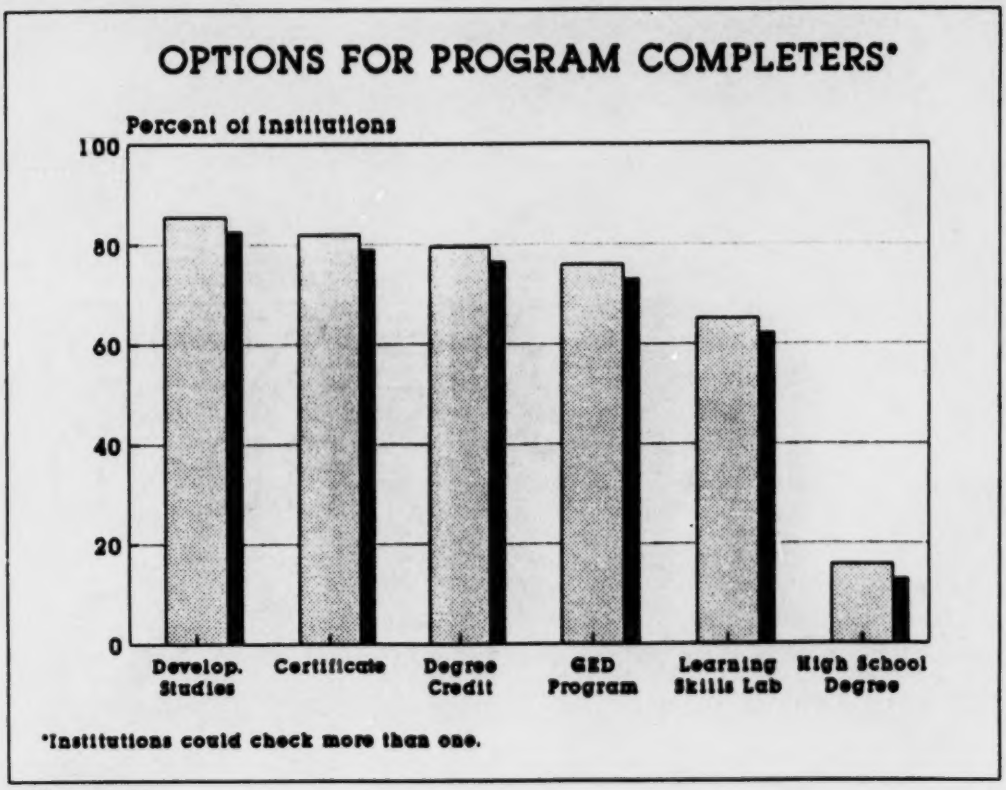

Figure 12

VI. CONCLUSIONS

The literacy survey provides baseline descriptive data about the perceptions of Texas community colleges and technical institutes regarding their role in adult literacy services. It is difficult to generalize because institutions differ in their perceived responsibilities and their ability to address the needs of adults for basic literacy training.

The results document the need for careful research to assist the educational system in defining "literacy services," identifying literacy students, and establishing performance measures of literacy accomplishment. It also suggests that technical assistance and consultation among institutions of higher education are needed to improve data collection and reporting procedures for this population.

The Literacy Task Force of the Coordinating Board sought to report on the status of literacy services provided by community colleges and technical institutes in Texas. In view of the diversity of literacy projects reported, the Task Force concluded that developing a coordinated service delivery system for literacy and basic skills training remains a paramount challenge for our state. Complex technical and political issues, coupled with the lack of resources, make it difficult for any one institution of higher education to work on its own effectively.

Using these preliminary findings, community colleges and technical institutes can proceed to examine their institutional goals, evaluate their literacy services, and assess their data collection processes with the goal of opening new doors of opportunities to adult learners who do not yet have the basic skills that will enable them to participate effectively in our society.

Appendix 1

Members of the Literacy Task Force

of

the Texas Higher Education Coordinating Board

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

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2/07/90

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Appendix 2

Survey Instrument

SURVEY OF LITERACY SERVICES

IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Prepared By The
Literacy Task Force
Texas Higher Education Coordinating Board

Person Completing Form _____

Title _____

Name of Institution/Campus _____

Mailing Address _____

City _____ Zip _____ Telephone _____

A. How does your institution officially or formally define "literacy service"? (Please focus on your institution's definition of literacy services. We understand that institutions differ in their definitions and would like to learn more about this issue.)

B. What difficulties do you perceive in defining and/or implementing literacy services?

C. What should be the role of Texas community junior colleges and technical institutes in literacy?

D. Does your community junior college or technical institute provide services and/or courses for adults performing below the entry-level of your developmental program?

_____ YES
If yes, please complete the entire survey.

_____ NO

Are you planning to serve this population in the future? ____ Yes ____ No ____ Uncertain
Please explain and return this form by **Monday, September 18, 1989.**

OVERVIEW OF LITERACY SERVICES IN 1988-89

Instructions: For the purposes of this survey, literacy projects and activities are those designed to provide services to individuals who do not have basic reading, writing, math and critical thinking skills necessary to enter a developmental program as funded through the Coordinating Board's Academic Course Guide Manual, i.e. literacy services which are less than developmental.

E. How many years have literacy services been offered at your institution? _____

F. Indicate with a check all organizations you currently work with in the coordination of literacy:

Major agencies/organizations in your service area providing services to adult illiterate persons: Check all that apply.

___ Texas Youth Commission
___ Texas Employment Commission
___ Department of Human Services
___ Correctional Institutions (i.e., county jails, TDC)
___ Rehabilitation (i.e., Texas Rehabilitation Commission, Goodwill)
___ Texas Literacy Council
___ Local Literacy Council
___ Private Industry Council
___ Private Businesses: _____
___ Public School District
___ Postsecondary Institutions: _____
___ Literacy Council
___ Education Service Center: _____
___ Public Library
___ Churches or other religious organizations
___ Community based organizations (i.e., SER, YMCA): _____
___ Newspapers
___ Other

G. Special Target Groups served by your literacy programs: (Check all that apply):

___ Amnesty Applicants
___ Dislocated Workers
___ Families (Parent and Child)
___ Youth at Risk
___ Single Parents
___ Homemakers
___ Workers at Work
___ Parolees
___ Limited English Proficient
___ Probationers
___ Incarcerated/Prison Inmates
___ Others: _____

H. Check those groups that often present unique problems in learning which you are able to work with and provide special accommodations for instead of referring elsewhere:

___ Learning Disabled
___ Hearing Impaired
___ Visual Impaired
___ Mobility Impaired
___ Developmental Delay, Including Retarded
___ Limited English Proficient
___ Other: _____

SUMMARY OF BASIC SKILLS SERVICES IN 1988-89

Instructions: Please check all types of services available at your institution in 1988-89. You may need to consult with other colleagues to determine availability.

		0-5 Grade Level	6-8 Grade Level	9-12 Grade Level
I.	Instructional Strategies and Curriculum			
1.	LVA (Literacy Volunteers of America)	____	____	____
2.	Laubach	____	____	____
3.	Language Experience	____	____	____
4.	CCP (Comprehensive Competency Program)	____	____	____
5.	CCC (Computer Curriculum Corp.)	____	____	____
6.	**PALS IBM**	____	____	____
7.	Other Software:_____	____	____	____
8.	Other Commercial Materials:_____	____	____	____
9.	Locally Developed Curricula	____	____	____
10.	Other:_____	____	____	____
J.	Instructional Delivery Format			
1.	Individual-Matched Tutoring	____	____	____
2.	Small Group Tutoring	____	____	____
3.	Computer-Assisted Instruction	____	____	____
4.	Televised Instruction	____	____	____
5.	Individual Drop-In Tutoring	____	____	____
6.	Classes	____	____	____
7.	Other:_____	____	____	____
K.	SKILLS DEVELOPED			
1.	Reading	____	____	____
2.	Writing	____	____	____

		0-5 Grade Level	6-8 Grade Level	9-12 Grade Level
3.	Math	____	____	____
4.	Critical Thinking	____	____	____
5.	English as a Second Language	____	____	____
6.	Adult Life Coping Skills (Survival)	____	____	____
7.	Job Specific Skills	____	____	____
8.	Other:	____	____	____

L. FUNDING SOURCE

1.	Local Tax Dollars	____	____	____
2.	Federal and State ABE	____	____	____
3.	JTPA: Local Private Council	____	____	____
4.	JTPA: State Discretionary	____	____	____
5.	Carl D. Perkins	____	____	____
6.	SLIAG	____	____	____
7.	Other Federal and State: _____	____	____	____
8.	Foundation:_____	____	____	____
9.	Donations	____	____	____
10.	Memberships	____	____	____
11.	Other Local Fund-Raising Projects	____	____	____
12.	Library Grant	____	____	____
13.	Tuition	____	____	____
14.	Industry	____	____	____
15.	Other Competitive	____	____	____
16.	Other:_____			

M. Other Comments or information that helps describe your institution's literacy services. (Enclose any brochures, fliers, reports that would further explain your literacy services.)

Please return by **Monday, September 18** to: Dr. Ann Lopez
Community Colleges and Technical Institutes
Texas Higher Education Coordinating Board
P. O. Box 12788, Capitol Station, Austin, Texas 78711

DESCRIPTION OF INSTITUTION'S LITERACY SERVICES IN 1988-89

Instructions: **Please indicate and complete one of this form (question N - X) for EACH literacy project or activity currently offered by your institution.**

Name of Institution/Campus _____

Name of Projector Program _____

Person Completing Form _____

Title _____ Telephone _____

N. When are services offered? (Check all that apply): __ Fall __ Spring __ Summer I __ Summer II

O. Are they offered for: __ credit __ non-credit __ both __ uncertain

P. How many **hours per week** is project or activity available to students? _____

Q. How many **weeks per year** is the project or activity in operation? _____

R. Indicate the approximate **unduplicated headcount** for 1988-89 according to:

1. Gender: __ Male __ Female

2. Ethnicity: __ White __ Black __ Hispanic __ Asian __ Native American __ Other: _____

3. Age: __ 16-24 __ 25-44 __ 45-59 __ 60+

S. **Staff of Project or Activity:**

1. Employee Totals

Categories of Employees	Number of Full-Time Employees*	Number of Part-Time Employees*	Position Requirements: Minimum Education Degree	Position Requirements: Minimum Number Years in Basic Skills
Admin. coordinators				
Instructional personnel				
Clerical personnel				
Volunteers				
Others (specify):				
_____				

* Indicate percent of time if responsibilities are split (i.e. Administration Coordination 50% Instruction 50%)

2. Total personnel costs: $_____

Comments on staffing patterns:

T. Is there any cost to the student? __ Yes, all __ Yes, some __ No __ Uncertain
If yes, what is the cost? Total cost _____ Student's cost _____

Please explain.

U. Please describe the assessment process for your literacy project or activity.

1. Do you use a pre-assessment process? ___ Yes ___ No ___ Uncertain

If yes, ___ Standardized Tests: _____
___ Interview (Please attach a copy of interview questions)
___ Other: _____

2. How is the pre-assessment information used? (Check all that apply)

___ Placement into appropriate curriculum
___ Diagnosis
___ Competency Checks
___ Exit Skills
___ Program Effectiveness
___ Other: _____

3. Does your pre-assessment indicate whether or not a student has a learning disability as well as a level of literacy? ___ Yes ___ No ___ Uncertain

If yes, briefly describe:

4. Do you use a post-assessment process? ___ Yes ___ No ___ Uncertain
If yes, please describe.

V. Do you have a follow-up program to trace and renew contact with your program dropouts?

___ Yes to Track
___ Yes to Track and Renew Contact
___ No
___ Uncertain

If yes, describe briefly.

W. Do you have a follow-up program to trace what happens to your program completers?

___ Yes ___ No ___ Uncertain

If yes, briefly describe the follow-up program.

X. What options are available through your institution for students who complete the literacy program? Check all that apply:

___ Developmental Studies
___ GED Program
___ Degree Credit Programs
___ Certificate Programs
___ Learning Skills Laboratory
___ Competency-Based High School Degree Program
___ Other: _____

Please return by Monday, September 18, 1989 to:

Dr. Ann Lopez
Community Colleges and Technical Institutes
Texas Higher Education Coordinating Board
P. O. Box 12788, Capitol Station
Austin, Texas 78711

Appendix 3

List of Institutions that Returned the Instrument

and

Their Report of Literacy Projects or Activities Offered in 1988-89

LIST OF INSTITUTIONS THAT RETURNED THE INSTRUMENT AND THEIR REPORT OF LITERACY PROJECTS OR ACTIVITIES OFFERED IN 1988-89

ALVIN COMMUNITY COLLEGE
- Adult Basic Education

AMARILLO COLLEGE
- English as A Second Language
- Amarillo Area Adult Literacy Council
- Access Learning Center

ANGELINA COLLEGE
- Reported no services*

AUSTIN COMMUNITY COLLEGE
- Offers services* but no information provided on literacy project

BEE COUNTY COLLEGE
- Adult Outreach

BLINN COLLEGE
- Brenham Community Education

BRAZOSPORT COLLEGE
- Untitled literacy service

BROOKHAVEN COLLEGE - DCCCD
- Amnesty - ESL/Citizenship Training
- ESL Support Course for Entry Level Nursing Program

CEDAR VALLEY COLLEGE - DCCCD
- Offers services* but no information provided on literacy project

CISCO JUNIOR COLLEGE
- Reported no services*

COLLEGE OF THE MAINLAND
- Adult Basic Education

COLLIN COUNTY COMMUNITY COLLEGE
- Reported no services*

COOKE COUNTY COLLEGE
- Untitled literacy service

DEL MAR COMMUNITY COLLEGE
- Untitled literacy service

EASTFIELD COLLEGE - DCCCD
- PLATO Basic Skills Program
- Amnesty Program
- English as a Second Language (Credit & Non-Credit)

*Refers to services for adults performing below the entry-level of their developmental program.

EL CENTRO COLLEGE - DCCCD
- ESL/Citizenship Program
- Developmental Communications Block
- ESL/Refugee
- The Learning Center Tutorial Program
- GED Reading & Math
- ESL (Regular)

EL PASO COMMUNITY COLLEGE
- Literacy Education Action Program
- Basic Skills Program (BASK)
- Communications Division - ESL

FRANK PHILLIPS COLLEGE
- Reported no services*

GALVESTON COLLEGE
- Offers services* but no information provided on literacy project

GRAYSON COUNTY COLLEGE
- Reported no services*

HOUSTON COMMUNITY COLLEGE
- "The Adult Literacy Program" Adult Secondary Programs

HOWARD COLLEGE
- Adult Basic Education

KILGORE COLLEGE
- Adult Education Cooperative
- Upshur County Literacy Program

LAREDO MUNICIPAL JUNIOR COLLEGE
- JTPA Sponsored Training
- Adult Basic Education

LEE COLLEGE
- Untitled literacy service

McLENNAN COMMUNITY COLLEGE
- Reported no services*

MIDLAND COLLEGE
- Adult Basic Education

MOUNTAIN VIEW COLLEGE - DCCCD
- Learning Skills Center, ABE instruction
- Amnesty/ESL/Citizenship class
- Life Transitions
- Special Services

*Refers to services for adults performing below the entry-level of their developmental program.

NAVARRO COLLEGE
- Adult Basic Education Program

NORTH HARRIS COUNTY COLLEGE - EAST
- Untitled literacy service

NORTH HARRIS COUNTY COLLEGE - SOUTH
- ABE, ESL, ELA (SLIAG) Programs

NORTH HARRIS COUNTY COLLEGE - TOMBALL
- Developmental Studies
- Untitled literacy service

NORTH LAKE - DCCCD
- JTPA Basic Skills Remediation/GED Program
- JTPA AFDC Clerical Skills Program
- Continuing Education
- Disadvantaged (Carl Perkins Funding)
- Limited English Proficiency (Carl Perkins Funding)

NORTHEAST TEXAS COMMUNITY COLLEGE
- Northeast Texas Library Volunteer Literacy Consortium

ODESSA COLLEGE
- Adult Basic Education

PALO ALTO COLLEGE
- Adult Basic Education

PANOLA COLLEGE
- Adult Basic Education/GED Preparation
- ESL/INS Amnesty Program (SLIAG)

PARIS JUNIOR COLLEGE
- ABE/GED Cooperative
- Lamar County Literacy Council

RANGER JUNIOR COLLEGE
- Reported no services*

RICHLAND COLLEGE - DCCCD
- Total Re-integration
- Richland Basic Skills Project (RBS Project)
- English/Writing Lab (for Tutoring)
- Center for Independent Study
- Texas Instruments Workplace Literacy Project
- Learning Disabled Program
- Adult Resource Center, "High Hopes"
- English as a Second Language (ESL) Lab (for tutoring)

*Refers to services for adults performing below the entry-level of their developmental program.

ST. PHILIP'S COLLEGE
- GED
- SLIAG

SAN ANTONIO COLLEGE
- JTPA Learning Center (GED, ABE)
- SLIAG (State Legalization Impact Assistance Grant)
- GED/ABE

SAN JACINTO COLLEGE - CENTRAL
- Basic Language Skills (Also ESL, GED, amnesty & JTPA)

SAN JACINTO COLLEGE - NORTH
- Amnesty Program

SAN JACINTO COLLEGE - SOUTH
- Developmental Studies/Continuing Education

SOUTH PLAINS COLLEGE
- Reported no services*

SOUTHWEST TEXAS JUNIOR COLLEGE
- Adult Basic Education

TARRANT COUNTY JUNIOR COLLEGE
- ESL (English as A Second Language)
- Contract Center for Local Industry-Continuing Education
- Adult Learning Center

TEMPLE JUNIOR COLLEGE
- Reported no services*

TEXARKANA JUNIOR COLLEGE
- Reported no services*

TEXAS SOUTHMOST COLLEGE
- Basic Skills, Literacy & Pre-Vocational English

TRINITY VALLEY COMMUNITY COLLEGE
- Adult Basic Education

TYLER JUNIOR COLLEGE
- Reported no services*

VERNON REGIONAL JUNIOR COLLEGE
- Reported no services*

VICTORIA COLLEGE
- PALS

*Refers to services for adults performing below the entry-level of their developmental program.

WEATHERFORD COLLEGE
- Reported no services*

WHARTON COUNTY JUNIOR COLLEGE
- Adult Learning Center
- JTPA Program (Title 1, 2, 3)
- Amnesty (SLIAG) Wharton, Colorado, Matagorda County Adult Ed.
- Wharton Adult Literacy Council
- Adult Continuing Education/Learning Center

PUBLIC TECHNICAL INSTITUTES

TSTI - AMARILLO
- Reported no services*

TSTI - HARLINGEN
- Untitled literacy service

TSTI - SWEETWATER
- Pre-Technical/Related Department

TSTI - WACO
- Pre-Technical Studies

*Refers to services for adults performing below the entry-level of their developmental program.

Appendix 4

Data Tables

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY/JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-1)

A. HOW DOES YOUR INSTITUTION OFFICIALLY OR FORMALLY DEFINE "LITERACY SERVICE"?*

% (Number) of Institutions	General Definition
35.0% (21)	Services for adults testing below grade level G13 - 1 G12 - 1 G11 - 1 G10 - 1 G 9 - 1 G 8 - 2 G 7 - 3 G 6 - 2 G 5 - 3 G 4 - 2 G 3 - 1 Non-high school graduate - 3 Below entry level test score (TASP, PPT) - 1
25.0% (15)	No official or formal definition at the institution
23.3% (14)	Objective of improving basic skills: student becoming able to function in college and society
11.7% (7)	Developmental Education or combination Program (Developmental, Continuing, Adult Basic Education and/or JTPA)
5.0% (3)	Other

*Of the 61 institutions that returned the literacy survey, 60 responded to this question.

Twelve of them also made references to ESL services.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY/JUNIOR COLLEGES AND TECHNICAL INSTITUTES
Appendix (4-2)

B. WHAT DIFFICULTIES DO YOU PERCEIVE IN DEFINING AND/OR IMPLEMENTING LITERACY SERVICES?* (They could list as many factors as they desired)

% (Number) of Institutions	Major Type of Difficulties
66.1% (39)	Resources vs. need for services: (A total of 54 responses were listed by 39 institutions) Funding 57.6% (34) Intensive nature of literacy instruction (time and staff requirements for small class size) 10.2% (6) Space, facilities & equipment 11.9% (7) Materials 6.8% (4) Support Services (transportation, child care, etc.) 5.1% (3)
18.6% (11)	Institutional coordination/competition problems: fragmentation of service delivery
18.6% (11)	Assessment & placement of adult students: testing methodology concerns, advising
16.9% (10)	Staff/faculty/volunteers: availability, expertise, interpersonal skills, retention
15.3% (9)	Definition of literacy ambiguous: skill levels vs. grade level scores, confusion caused by new concepts such as "workplace literacy" and "cultural literacy"
10.2% (6)	Client characteristics: reluctance to self-identify due to social stigma, lack of motivation or commitment, mobility, limited economic resources
10.2% (6)	Need for better outreach methods to identify and recruit adult learners
8.5% (5)	ESL clients: require special recruitment, assessment and instruction techniques
5.1% (3)	Maintenance of postsecondary institution mission regarding academic achievement: tension in trying to also serve remediation needs of literacy clients
5.1% (3)	Problems of rural areas: lack of resources, transportation
1.7% (1)	TASP: tends to limit enrollment of low level students
1.7% (1)	None

*Of the 61 institutions that returned the literacy survey, 59 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY/JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-3)

C. WHAT SHOULD BE THE ROLE OF TEXAS COMMUNITY/JUNIOR COLLEGES AND TECHNICAL INSTITUTES IN LITERACY?*

% (Number) of Institutions	Type of Role
33.9% (20)	Coordination/partnership: provide assistance to ABE programs and literacy groups; coordinate closely with Adult Education to aid in the smooth transition of non-traditional students into the system of higher education
32.2% (19)	Major leadership role: at the forefront, actively involved, the leaders, the prime vehicle, focal points in their service areas, lead the way in the battle against illiteracy
27.1% (16)	Remediation service provider to develop basic skills: provide remediation (ABE, GED, ESL) and basic academic programs, with proper diagnostic services; be responsible for bringing these students to a level so that they can successfully complete college courses; part of continuing or community education facet
6.8% (4)	Uncertain, minor or no role: not sure; enroll those on college level or just below college level; Texas Community Junior Colleges and Technical Institutes are not and should not be held responsible for "literacy skills" services

*Of the 61 institutions that returned the literacy survey, 59 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-4)

D. DOES YOUR COMMUNITY JUNIOR COLLEGE OR TECHNICAL INSTITUTE PROVIDE SERVICES AND/OR COURSES FOR ADULTS PERFORMING BELOW THE ENTRY-LEVEL OF YOUR DEVELOPMENTAL PROGRAM?

	Frequency	Percent of Institutions
Yes	47	77.0
No	14	23.0
Total	61	100.0

→ ARE YOU PLANNING TO SERVE THIS POPULATION IN THE FUTURE?

	Frequency	Percent of Institutions
Yes	3	21.4
No	2	14.3
Uncertain	7	50.0
No Response	2	14.3
Total	14	100.0

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-5)

E. HOW MANY YEARS HAVE LITERACY SERVICES BEEN OFFERED AT YOUR INSTITUTION?

Years	Frequency	Percent of Institutions*
5 years or less	16	38.1
6-10 years	10	23.8
11-20 years	12	28.6
Over 20 years	4	9.5
Total	42	100.0

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 42 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-6)

F. INDICATE WITH A CHECK ALL ORGANIZATIONS YOU CURRENTLY WORK WITH IN THE COORDINATION OF LITERACY:

MAJOR AGENCIES/ORGANIZATIONS IN YOUR SERVICE AREA PROVIDING SERVICES TO ADULT ILLITERATE PERSONS (CHECK ALL THAT APPLY).

	Frequency	Percent of Institutions*
Rehabilitation (Texas Rehab. Commission, Goodwill)	36	76.6
Department of Human Services	35	74.5
Public Library	33	70.2
Private Industry Council	31	66.0
Texas Employment Commission	32	68.1
Public School District	30	63.8
Correctional Institutions (i.e., county jails, TDC)	28	59.6
Churches/ Religious Organizations	26	55.3
Local Literacy Council	27	57.4
Community Based Organizations (i.e., SER, YMCA)	25	53.2
Newspapers	18	38.3
Education Service Center	16	34.0
Private Businesses	17	36.2
Postsecondary Institutions	14	29.8
Other	10	21.3
Texas Youth Commission	9	19.1
Texas Literacy Council	8	17.0

*All 47 institutions that reported providing services for adults performing below the entry-level of their developmental program responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-7)

G. SPECIAL TARGET GROUPS SERVED BY YOUR LITERACY PROGRAMS: CHECK ALL THAT APPLY.

	Frequency	Percent of Institutions*
Limited English Proficient	43	91.5
Single Parents	40	85.1
Amnesty Applicants	38	80.9
Homemakers	36	76.6
Dislocated Workers	35	74.5
Youth at Risk	29	61.7
Probationers	25	53.2
Workers at Work	23	48.9
Families (Parents & Child)	23	48.9
Incarcerated/Prison Inmates	20	42.6
Parolees	20	42.6
Others	13	27.7

*All 47 institutions that reported providing services for adults performing below the entry-level of their developmental program responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-8)

H. CHECK THOSE GROUPS THAT OFTEN PRESENT UNIQUE PROBLEMS IN LEARNING WHICH YOU ARE ABLE TO WORK WITH AND PROVIDE SPECIAL ACCOMMODATIONS FOR INSTEAD OF REFERRING ELSEWHERE: (Check all that apply)

	Frequency	Percent of Institutions*
Limited English Proficient	41	89.1
Learning Disabled	30	65.2
Mobility Impaired	24	52.2
Hearing Impaired	24	52.2
Visual Impaired	22	47.8
Developmental Delay, Including Retarded	14	30.4
Other	5	10.9

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 46 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-9)

I. INSTRUCTIONAL STRATEGIES AND CURRICULUM*
(Check all that apply)

	0-5 Grade		6-8 Grade		9-12 Grade	
	Freq	%	Freq	%	Freq	%
1. LVA	12	27.3	6	13.6	4	9.1
2. Laubach	19	43.2	11	25.0	5	11.4
3. Language Exper.	14	31.8	10	22.7	5	11.4
4. CCP	10	22.7	11	25.0	10	22.7
5. CCC	5	11.4	5	11.4	5	11.4
6. PALS IBM	4	9.1	1	2.3	0	0.0
7. Other Software	21	47.7	23	52.3	23	52.3
8. Other Commercial	23	52.3	26	59.1	27	61.4
9. Locally Developed Curricula	28	63.6	29	65.9	30	68.2
10. Other	13	29.5	13	29.5	13	29.5

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 44 responded to this question.

LVA - Literacy Volunteers of America
CCP - Comprehensive Competency Program
CCC - Computer Curriculum Corp.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-10)

J. INSTRUCTIONAL DELIVERY FORMAT*
(Check all that apply)

	0-5 Grade		6-8 Grade		9-12 Grade	
	Freq	%	Freq	%	Freq	%
1. Individual-Matched Tutoring	28	60.9	26	56.5	27	58.7
2. Small Group Tutoring	31	67.4	35	76.1	35	76.1
3. Computer-Assisted Instruction	29	63.0	33	71.7	37	80.4
4. Televised Instruction	9	19.6	9	19.6	14	30.4
5. Individual Drop-In Tutoring	26	56.5	29	63.0	27	58.7
6. Classes	28	60.9	29	63.0	32	69.6
7. Other	4	8.7	5	10.9	5	10.9

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 46 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-11)

K. SKILLS DEVELOPED* (Check all that apply)

	0-5 Grade		6-8 Grade		9-12 Grade	
	Freq	%	Freq	%	Freq	%
1. Reading	40	87.0	42	91.3	42	91.3
2. Writing	39	84.8	40	87.0	40	87.0
3. Math	36	78.3	39	84.8	39	84.8
4. Critical Thinking	19	41.3	26	56.5	28	60.9
5. English as a Second Language	40	87.0	40	87.0	38	82.6
6. Adult Life Coping Skills (Survival)	28	60.9	35	76.1	34	73.9
7. Job Specific Skills	18	39.1	26	56.5	28	60.9
8. Other	4	8.7	5	10.9	5	10.9

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 46 responded to this question.

SURVEY OF LITERACY SERVICES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-12)

L. FUNDING SOURCE* (Check all that apply)

	0-5 Grade		6-8 Grade		9-12 Grade	
	Freq	%	Freq	%	Freq	%
1. Local Tax Dollars	23	48.9	26	55.3	22	46.8
2. Fed. & State ABE	27	57.4	27	57.4	25	53.2
3. JTPA: Local Private Council	22	46.8	26	55.3	27	57.4
4. JTPA: State Discretionary	6	12.8	7	14.9	8	17.0
5. Carl D. Perkins	19	40.4	21	44.7	22	46.8
6. SLIAG	26	55.3	25	53.2	24	51.1
7. Other Fed. & State	10	21.3	9	19.1	9	19.1
8. Foundations	3	6.4	2	4.3	1	2.1
9. Donations	7	14.9	4	8.5	4	8.5
10. Memberships	0	0.0	0	0.0	0	0.0
11. Other Local Fund-Raising Projects	3	6.4	1	2.1	1	2.1
12. Library Grant	5	10.6	2	4.3	2	4.3
13. Tuition	16	34.0	19	40.4	24	51.1
14. Industry	6	12.8	4	8.5	4	8.5
15. Other Competitive	0	0.0	0	0.0	0	0.0
16. Other	2	4.3	1	2.1	0	0.0

*All 47 institutions that reported providing services for adults performing below the entry-level of their developmental program responded to this question.

ABE - Adult Basic Education
JTPA - Job Training Partnership Act
SLIAG - State Legalization Impact Assistance Grants

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-13)

NUMBER OF INDIVIDUAL LITERACY PROJECT FORMS FILLED OUT BY INSTITUTIONS:

Number of Project Forms	Frequency	Percent of Institutions*
1	27	61.4
2	7	15.9
3	5	11.4
4	1	2.3
5	2	4.5
6	1	2.3
8	1	2.3
	44	100.0

*Of the 47 institutions that reported providing services for adults performing below the entry-level of their developmental program, 44 filled out additional forms to describe individual literacy projects or activities. A total of 84 project survey forms were received.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-14)

N. WHEN ARE SERVICES OFFERED? (CHECK ALL THAT APPLY)

	Frequency	Percent of Programs*
Fall	80	96.4
Spring	80	96.4
Summer I	71	85.5
Summer II	65	78.3

*Of the 84 projects, 83 responded to this question.

O. ARE THEY OFFERED FOR:

	Frequency	Percent of Programs**
Credit	5	6.3
Non-credit	62	77.5
Both	13	16.3
Uncertain	0	0.0
Total	80	100.0

**Of the 84 projects, 80 responded to this question.

P. HOW MANY HOURS PER WEEK IS PROJECT OR ACTIVITY AVAILABLE TO STUDENTS?

	Frequency	Percent of Programs#
1-10 Hours	27	34.2
11-20 Hours	10	12.7
21-40 Hours	19	24.1
Over 40 Hours	23	29.1
	79	100.0

#Of the 84 projects, 79 responded to this question.

Q. HOW MANY WEEKS PER YEAR IS THE PROJECT OR ACTIVITY IN OPERATION?

	Frequency	Percent of Programs##
1-20 weeks	6	7.4
21-40 Weeks	19	23.5
Over 40 Weeks	56	69.1
	81	100.0

##Of the 84 projects, 81 responded to this question.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-15)

R. INDICATE THE APPROXIMATE UNDUPLICATED HEADCOUNT FOR 1988-89 ACCORDING TO GENDER:

LIT. PROJECTS	MALE	FEMALE	GENDER NOT KNOWN	TOTAL*
1	917	1008		1925
2	1350	450		1800
3	0	8		8
4	213	325		538
5	204	270		474
6	2400	3400		5800
7	.	.		.
8	50	75		125
9	390	489		879
10	.	.		.
11	42	30		72
12	100	66		166
13	178	286		464
14	.	.		.
15	143	77		220
16	.	.		.
17	.	.		.
18	494	597		1091
19	1151	500		1651
20	573	719		1292
21	11	24		35
22	293	509		802
23	1517	1898		3415
24	1325	720		2045
25	895	769		1664
26	2757	3025		5782
27	7	14		21
28	65	12		77
29	213	253		466
30	41	28		69
31	120	180		300
32	180	220		400
33	1196	1805		3001
34	420	291		711
35	5294	7352		12646
36	18	9		27
37	49	167		216
38	1	3		4
39	903	217		1120
40	5	7		12
41	0	1		1
42	10	14		24
43	87	59		146
44	22	29		51

*These figures are self-reported institutional counts, which due to technical issues, may not accurately reflect the number of students receiving literacy services. See the text in Section V-A4 for a discussion.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-15) Continued

R. INDICATE THE APPROXIMATE UNDUPLICATED HEADCOUNT FOR 1988-89 ACCORDING TO GENDER:

LIT. PROJECTS	MALE	FEMALE	GENDER NOT KNOWN	TOTAL*
45	186	195		381
46	483	1183		1666
47	32	39	21	92
48	278	341	351	970
49	1066	1271		2337
50	169	140	600	909
51	26	16		42
52	250	250		500
53	8	86		94
54	57	60		117
55	32	13		45
56	10	18		28
57	.	.		.
58	.	.		.
59	13	12		25
60	.	.	363	363
61	1	11		12
62	.	.		.
63	.	.	11	11
64	.	.	1120	1120
65	.	.	617	617
66	22	119		141
67	315	385		700
68	798	2393		3191
69	30	17		47
70	916	1214		2130
71	60	40		100
72	295	1181		1476
73	341	552		893
74	644	1717		2361
75	9490	11422		20912
76	400	350		750
77	.	.	44	44
78	.	16		16
79	33	60		93
80	611	611		1222
81	433	433		866
82	.	.	1044	1044
83	.	.	253	253
84	23	97		120
TOTAL	17022	24242	4424	45688
% OF TOTAL	43%	53%	4%	100%

*These figures are self-reported institutional counts, which due to technical issues, may not accurately reflect the number of students receiving literacy services. See the text in Section V-A4 for a discussion.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-16)

S. STAFF OF PROJECT OR ACTIVITY:

Categories of Employees	Employee Totals Full-Time Freq	Full-Time Percent	Part-Time Freq	Part-Time Percent
1). Admin. Coordinators				
None	15	20.8	45	62.5
Less Than 1**	13	18.1	0	0.0
1.00	27	37.5	18	25.0
1.01 - 2.00	14	19.4	4	5.6
Over 2	3	4.2	5	6.9
Total*	72	100.0	72	100.0
2). Instructional Personnel				
None	34	45.9	7	9.5
Less Than 1**	6	8.1	0	0.0
1.00	14	18.9	7	9.5
1.01 - 2.00	9	12.2	7	9.5
2.01 - 20.00	11	14.9	35	47.3
Over 20	0	0.0	18	24.3
Total*	74	100.0	74	100.0
3). Clerical Personnel				
None	16	34.8	20	43.5
Less Than 1**	4	8.7	0	0.0
1.00	17	37.0	13	28.3
1.01 - 2.00	5	10.9	9	19.6
Over 2	4	8.7	4	8.7
Total*	46	100.0	46	100.0
4). Volunteers				
1.00			1	3.7
1.01 - 2.00			5	18.5
2.01 - 20.00			10	37.0
Over 20			11	40.7
Total*			27	100.0
5). Others				
None	20	83.3	2	8.3
1.00	3	12.5	7	29.2
1.01 - 2.00	0	0.0	3	12.5
2.01 - 20.00	1	4.2	8	33.3
Over 20	0	0.0	4	16.7
Total*	24	100.0	24	100.0

*Of the 84 projects, the number of projects responded are indicated in the total.

**"Less Than 1" or fractions refer to a full-time employee who devotes only a portion of his/her time in literacy activities.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-17)

S. STAFF OF PROJECT OR ACTIVITY:

Minimum Education Degree	Admin. Coordinator		Instruct. Personnel		Clerical Personnel		Volunteers		Other**	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
No Minimum Req.	0	0.0	0	0.0	0	0.0	3	17.6	0	0.0
GED	0	0.0	1	1.5	3	11.5	3	17.6	2	18.2
High School Grad	2	3.4	1	1.5	15	57.7	7	41.2	4	36.4
Some College	0	0.0	1	1.5	2	7.7	0	0.0	2	18.2
Twe-year Degree	0	0.0	6	9.1	5	19.2	3	17.6	1	9.1
Four-year Degree	29	49.2	45	68.2	1	3.8	1	5.9	2	18.2
Master's/Ph.D.	28	47.5	12	18.2	0	0.0	0	0.0	0	0.0
Total*	59	100.0	66	100.0	26	100.0	17	100.0	11	100.0

*Of the 84 projects, the number of projects responded are indicated in the total for each employee category.
**Primarily teacher's aides, tutors or student assistants.

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SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-18)

T. IS THERE ANY COST TO THE STUDENT?

	Frequency	Percent of Programs*
Yes, all	14	17.5
Yes, some	19	23.8
No	47	58.8
Total	80	100.0

*Of the 84 projects, 80 responded to this question.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-19)

U. PLEASE DESCRIBE THE ASSESSMENT PROCESS FOR YOUR LITERACY PROJECT OR ACTIVITY.

1. Do you use a pre-assessment process?

	Frequency	Percent of Programs*
Yes	77	95.1
No	4	4.9
Uncertain	0	0.0
Total	81	100.0

*Of the 84 programs, 81 responded to this question.

→ If Yes (Check all that apply)

	Frequency	Percent of Programs**
Standardized Tests	59	80.8
Interview	21	28.8
Other	23	31.5

**Of the 77 programs that use a pre-assessment process, 73 responded to this question.

List of Standardized Tests[1] Used***	Freq	Percent of Projects
TABE (Test of Adult Basic Education)	22	37.9
GED (Includes Practice and Pre-test)	8	13.8
MAPS (Multiple Assessment Programs and Services)	6	10.3
Nelson-Denny	6	10.3
TASP/PTT (Pre-TASP Test)	6	10.3
WRAT (Wide Range Achievement Test)	4	6.9
LAS (Literacy Assessment Survey)	4	6.9
ABLE (Adult Basic Learning Exam.)	3	5.2
SORT (Slosson Oral Reading Test)	3	5.2
MTELP (Michigan Test of English Language Proficiency)	3	5.2
TOEFL (Test of English as a Second Language)	3	5.2
ESL Placement	3	5.2
Woodcock Test	2	3.4
San Diego	2	3.4
Lindholm Test	2	3.4
Others (Mentioned only once)	18	31.0

***A total of 95 responses were identified by 59 projects.

[1] Includes both national and local standardized tests

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-19) Conti.

U. PLEASE DESCRIBE THE ASSESSMENT PROCESS FOR YOUR LITERACY PROJECT OR ACTIVITY (Continued).

2. How is the pre-assessment information used? (Check all that apply)

	Frequency	Percent of Programs*
Placement	74	94.9
Diagnosis	42	53.8
Competency Checks	30	38.5
Exit Skills	33	42.3
Program Effectiveness	32	41.0
Other	1	1.3

*Of the 84 programs, 78 responded to this question.

3. Does your pre-assessment indicate whether or not a student has a learning disability as well as a level of literacy?

	Frequency	Percent of Programs**
Yes	8	10.4
No	61	79.2
Uncertain	8	10.4
Total	77	100.0

**Of the 84 programs, 77 responded to this question.

4. Do you use a post-assessment process?

	Frequency	Percent of Programs***
Yes	55	70.5
No	19	24.4
Uncertain	4	5.1
Total	78	100.0

***Of the 84 programs, 78 responded to this question.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-20)

V. DO YOU HAVE A FOLLOW-UP PROGRAM TO TRACE AND RENEW CONTACT WITH YOUR PROGRAM DROPOUTS?

	Freq	Percent of Program*
Yes to Track	11	13.3
Yes to Track & Renew Contact	26	31.3
No	41	49.4
Uncertain	5	6.0
Total	83	100.0

*Of the 84 programs, 83 responded to this question.

> If yes, please describe:
(Institutions could list more than one.)

	Freq	Percent of Program**
Phone Calls	21	56.8
Mail (Post-card, letter)	11	29.7
Use Computer Tracking System	6	16.2
Tracking for JTPA students	4	10.8
Follow-up/Contact, Unspecified	4	10.8
Home Visits	2	5.4
Peer Contact	2	5.4
Program in Planning Stage	2	5.4
Other	5	13.5

**A total of 57 responses were identified by the 37 programs that reported having a follow-up program for dropouts.

SURVEY OF LITERACY PROJECTS AND ACTIVITIES
IN TEXAS COMMUNITY JUNIOR COLLEGES AND TECHNICAL INSTITUTES

Appendix (4-21)

W. DO YOU HAVE A FOLLOW-UP PROGRAM TO TRACE WHAT HAPPENS TO YOUR PROGRAM COMPLETERS?

	Freq	Percent of Programs*
Yes	29	34.9
No	43	51.8
Uncertain	11	13.3
Total	83	100.0

*Of the 84 programs, 83 responded to this question.

If yes, briefly describe the follow-up program. (Institutions could list more than one.)

	Freq	Percent of Programs**
Encourage/Check if Completers Enroll in College Credit Courses	9	27.3
Use Computer Tracking System	8	24.2
Mail (card, questionnaire)	7	21.2
Tracking for JTPA students	5	15.2
Phone Calls	3	9.1
In Planning Stage	3	9.1
Assist with Job Hunting or Additional Training	2	6.1
Contact/Track, unspecified	2	6.1
Other	3	9.1

**A total of 42 responses were identified by the 29 programs that reported having a follow-up program for completers.

X. WHAT OPTIONS ARE AVAILABLE THROUGH YOUR INSTITUTION FOR STUDENTS WHO COMPLETE THE LITERACY PROGRAM? (Check all that apply)

	Freq	Percent of Programs***
Developmental Studies	71	85.5
GED Program	63	75.9
Degree Credit Program	66	79.5
Certificate Programs	68	81.9
Learning Skills Lab	54	65.1
Competency-Based High School Degree Program	13	15.7
Other	11	13.3

***Of the 84 programs, 83 responded to this question.

Appendix 5

Map of Higher Education Regions

and

Public Community/Junior Colleges

STATE OF TEXAS
HIGHER EDUCATION REGIONS AND
PUBLIC COMMUNITY/JUNIOR COLLEGES

REGION 1 - EAST TEXAS

Angelina College (3)
Kilgore College (24)
Northeast Texas Community College (31)
Panola Junior College (33)
Paris Junior College (34)
Texarkana Community College (42)
Trinity Valley Community College (20)
Tyler Junior College (44)

REGION 2 - SOUTHEAST TEXAS

Alvin Community College (1)
Brazosport College (7)
College of the Mainland (11)
Galveston College (18)
Houston Community College (22)
Lee College (26)
North Harris County College Dist. (30)
San Jacinto College District (37)
Wharton County Junior College (49)

REGION 3 - SOUTH TEXAS

Alamo Community College Dist. (36)
Bee County College (5)
Del Mar College (15)
Laredo Junior College (25)
Southwest Texas Junior College (39)
Texas Southmost College (43)
Texas State Technical Institute-Harlingen (*)
Victoria College (46)

REGION 4 - NORTH TEXAS

Collin County Community College Dist. (12)
Cooke County College (13)
Dallas County Community College Dist. (14)
Grayson County College (19)
Tarrant County Junior College Dist. (40)

REGION 5 - CENTRAL TEXAS

American Educational Complex (8)
Austin Community College (4)
Blinn College (6)
Hill Junior College (21)
McLennan Community College (27)
Navarro College (29)
Temple Junior College (41)
Texas State Technical Institute-Waco (*)

REGION 6 - NORTHWEST TEXAS

Cisco Junior College (9)
Ranger Junior College (35)
Vernon Regional Junior College (45)
Weatherford College (47)

REGION 7 - WEST TEXAS

El Paso County Community College Dist. (16)
Howard County Junior College Dist. (23)
Midland College (28)
Odessa College (32)
South Plains College (38)
Texas State Technical Institute-Sweetwater (*)
Western Texas College (48)

REGION 8 - PANHANDLE

Amarillo College (2)
Clarendon College (10)
Frank Phillips College (17)
Texas State Technical Institute-Amarillo (*)

ERIC Clearinghouse for
Junior Colleges

APR 05 1991